Evaluating the Effectiveness of a Teacher Internship Program (P-5) to Determine the Extent to Which Candidates Enhanced Students' Higher Order Thinking Skills

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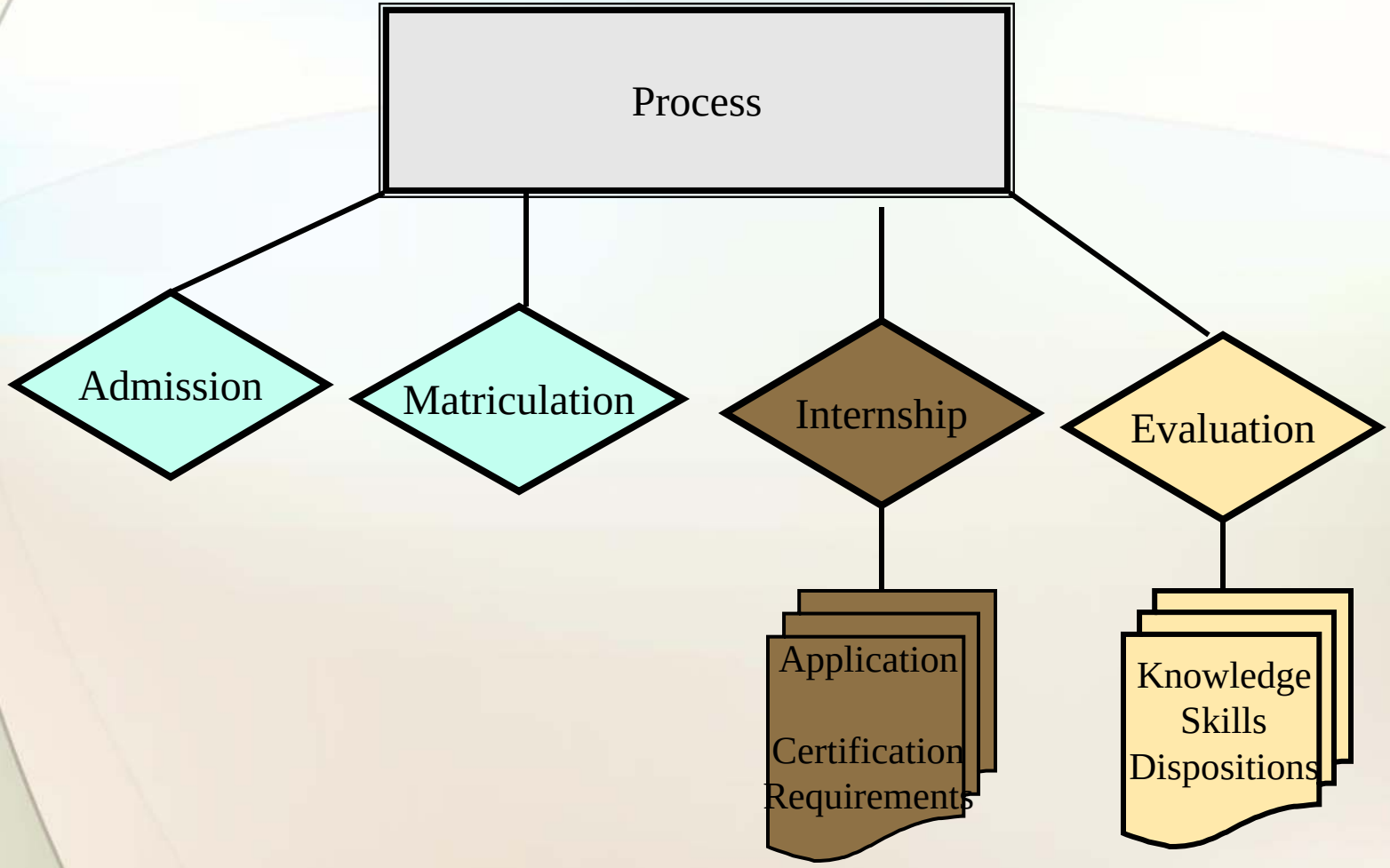
Presentation Objective

- To report recent outcomes from a university and Professional Development School collaboration to increase Higher Order Thinking Skills (HOTS) Delivery System (OBIA)

Field Placement Process



Candidate Placement Requirements

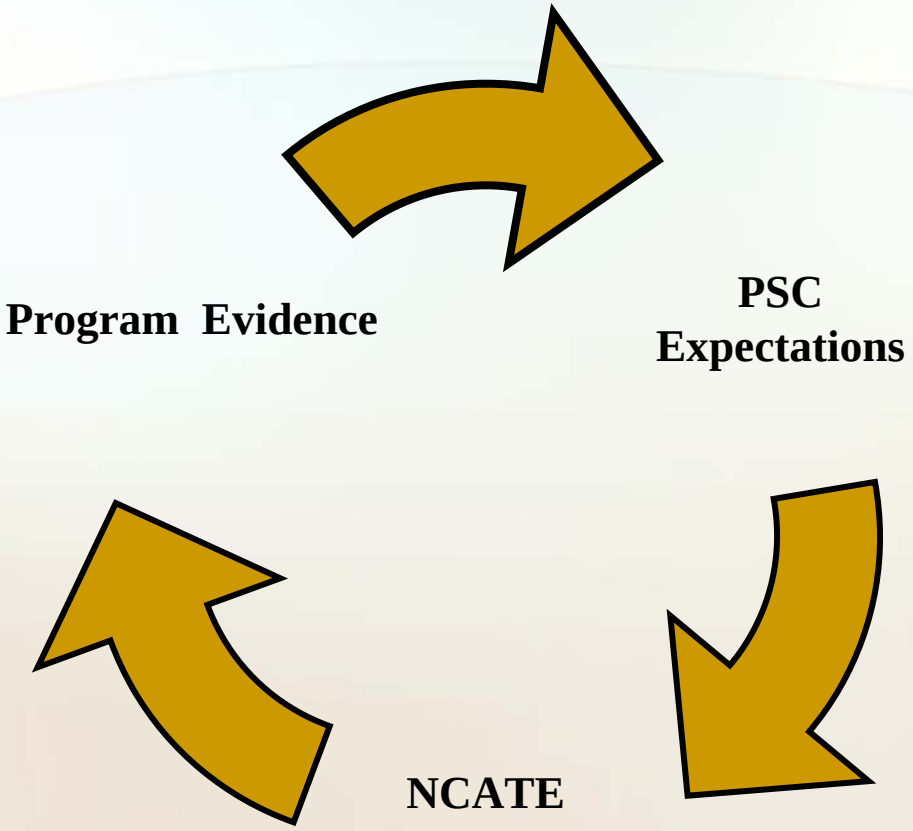
- Application and Clearance Procedures

Met district or Institution requirements

Met Requirements

Coordinator, Advisor and Department Chair

Evaluation of Candidate Effectiveness (KSD)



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Problem in Context

What is used to determine effectiveness of candidates placed into the school settings for the student teaching or Clinical Practice experience?

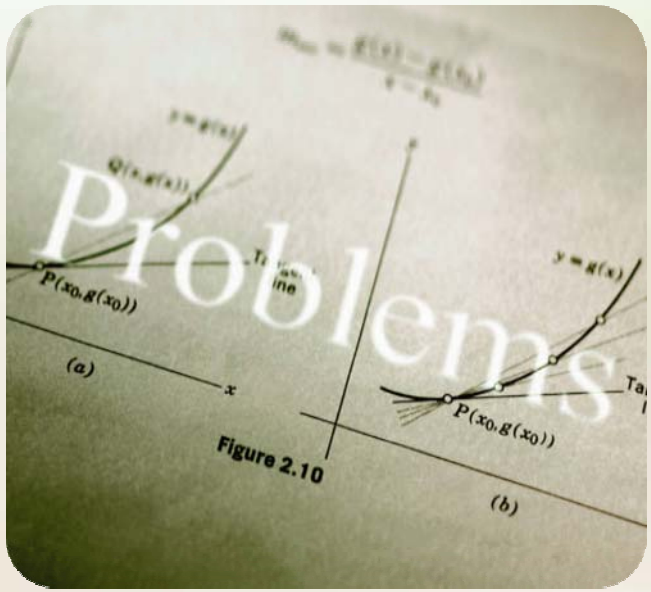
How can the problem defined by the last NCATE visitation of candidates" impact on P-12 be solved through research based application of a High Definition Model of delivery?

What type of collaboration is needed to improve candidates' preparation to impact student achievement?

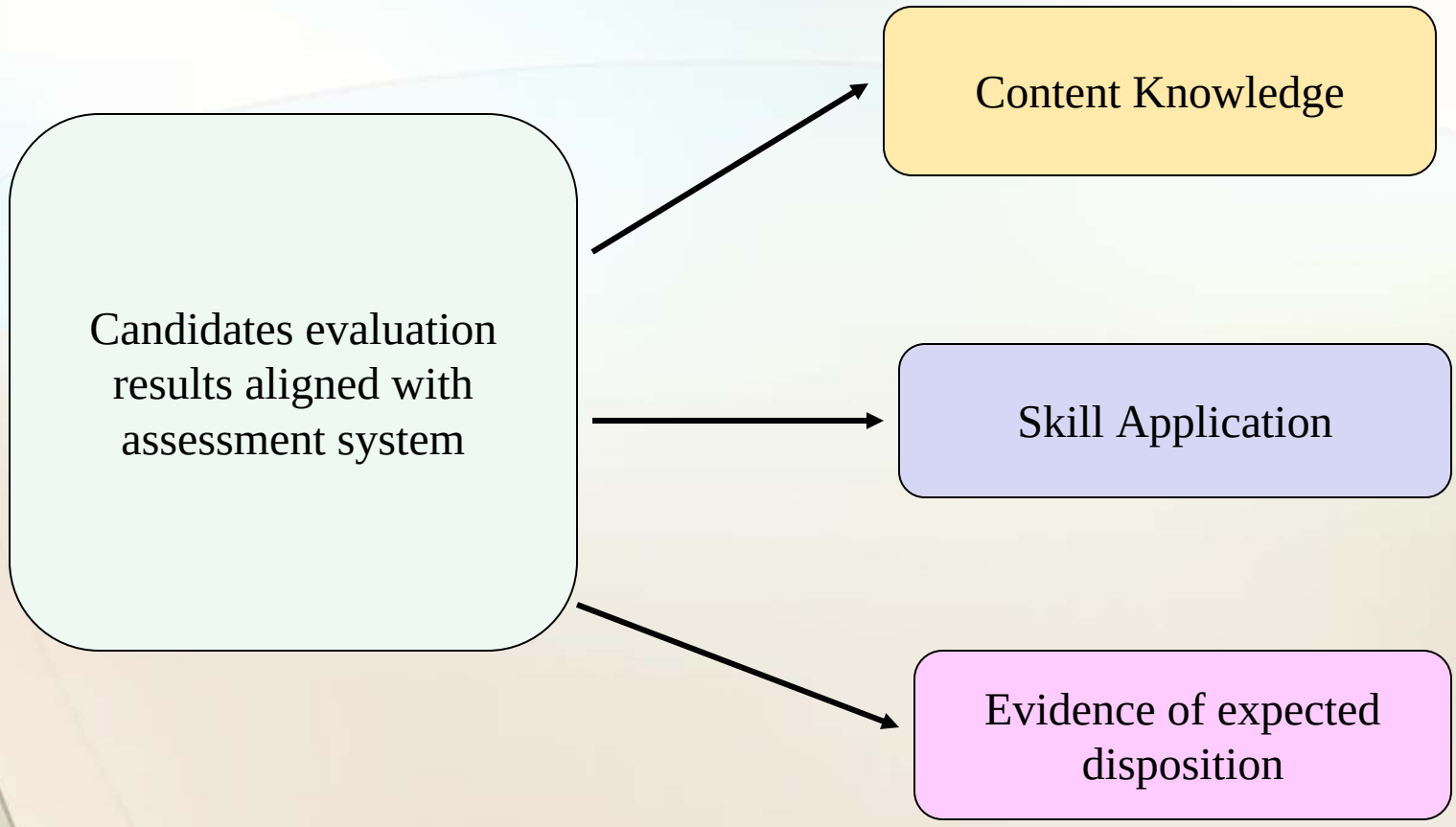
What model and theory can be used to plan for program improvements and effectiveness of candidates' knowledge, skills and disposition ?

to improve the critical thinking skill preparation of students in the title I school setting?

- The Candidates' impacting the needs of the low SES Title I Students.



Program Standards Effectiveness



NCATE Standard 3 for Clinical Practice

Unacceptable	Acceptable	Target
The unit makes decisions about the nature and assignment of field experiences and clinical practice independently of the schools or other agencies hosting them. The unit's school partners do not participate in the design, delivery, or evaluation of filed experiences or clinical practice. Decisions about the specific placement of candidates in field experiences and clinical practices are solely the responsibility of the schools.	The unit, its school and partners, design, deliver, and evaluate field experiences and clinical practice to help candidates develop their knowledge, skills, and dispositions. The unit and its school partners jointly determine the specific placement of student teachers and interns for other professional roles to provide appropriate learning experiences.	The unit, its school partners, and members of the professional community design, deliver, and evaluate field experiences and clinical practice to help candidates develop their knowledge, skills, and dispositions. The unit and its school partners jointly determine the specific placement of student teachers and interns for other professional roles to provide appropriate learning experiences.

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Professional Development School Profile

Demographics and Other Factors	2007	2006
Total Enrollment	429	427
Ethnicity/Race		
Asian/Pacific Islander	0%	1%
Black/African American	75%	75%
Hispanic	24%	23%
Multiracial	1%	0%
Native American	0%	0%
White/Non-Hispanic	0%	0%
Other Subgroups		
Free/Reduced Lunch	93%	86%
Limited English Prof	17%	14%
Special Education	7%	5%
Migrant	0%	0%

Professional Development School's Third Grade Student Achievement Results 2007 & 2006

Subject	2007	2006
Reading		
Exceeds Standard	12%	11%
Meets Standard	**64%**	**44%**
Does Not Meet	23%	45%
Number Tested	90	73
Number Does Not Meet	21	33
English/Lang Arts		
Exceeds Standard	9%	7%
Meets Standard	69%	58%
Does Not Meet	22%	36%
Number Tested	90	73
Number Does Not Meet	20	26
Math		
Exceeds Standard	**13%**	**22%**
Meets Standard	**67%**	**59%**
Does Not Meet	20%	19%
Number Tested	90	74
Number Does Not Meet	18	14
Social Studies		
Exceeds Standard	8%	11%
Meets Standard	64%	68%
Does Not Meet	28%	21%
Number Tested	89	73
Number Does Not Meet	25	15

Evaluation Questions

- Q1: What percentage of questions at Lower Order Thinking Skills (LOTS) compared to Higher Order Thinking Skills (HOTS) will be observed from Mentor Teacher by candidate?

- Q2: From the lesson of the Candidate that was introduced to the model , what percentage of questions at Lower Order Thinking Skills (LOTS) compared to Higher Order Thinking Skills (HOTS) will be asked to students?

- Q3: From the lesson of the Candidate that was NOT introduced to the model , what percentage of questions at Lower Order Thinking Skills (LOTS) compared to Higher Order Thinking Skills (HOTS) will be asked to students?

Definition of the Variables

- **Knowledge** is defined to mean Recall, or recognition of terms, ideas, procedure, theories, . (Example from Mentor What is a reptile?)

- **Comprehension** is defined to mean Translate, interpret, extrapolate, but not see full implications or transfer to other situations, closer to literal translation. (example from Mentor: Can we take 8 from 2?)

- **Application** is defined to mean Apply abstractions, general principles, or methods to specific concrete situations (Example from Mentor: Demonstrate what is 7 groups of 6?)

Definition of the Variables

- **Analysis** is defined to mean Separation of a complex idea into its constituent parts and an understanding of organization and relationship between the parts. This process includes realizing the distinction between hypothesis and fact as well as between relevant and extraneous variables. (Example from Mentor: Why? Explaining the process)
- **Synthesis** is defined to mean Creative, mental construction of ideas and concepts from multiple sources to form complex ideas into a new, integrated, and meaningful pattern subject to given constraints.
- **Evaluation** is defined to mean to make a judgment of ideas or methods using external evidence or self-selected criteria substantiated by observations or informed rationalizations.
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Action Evaluation Method

- Population was third grade classrooms at PDS
- Participants where the mentor and candidates are involved in the teaching and learning environment
- Procedures were to tape lesson of Mentor and candidates
- Instrument was OBIA used to collect the outcome of lesson observation and code questions
- Data collection questions from classroom delivery
- Limitations-small sample size used for pilot study to research the theory posited by Persaud & Turner (2007)

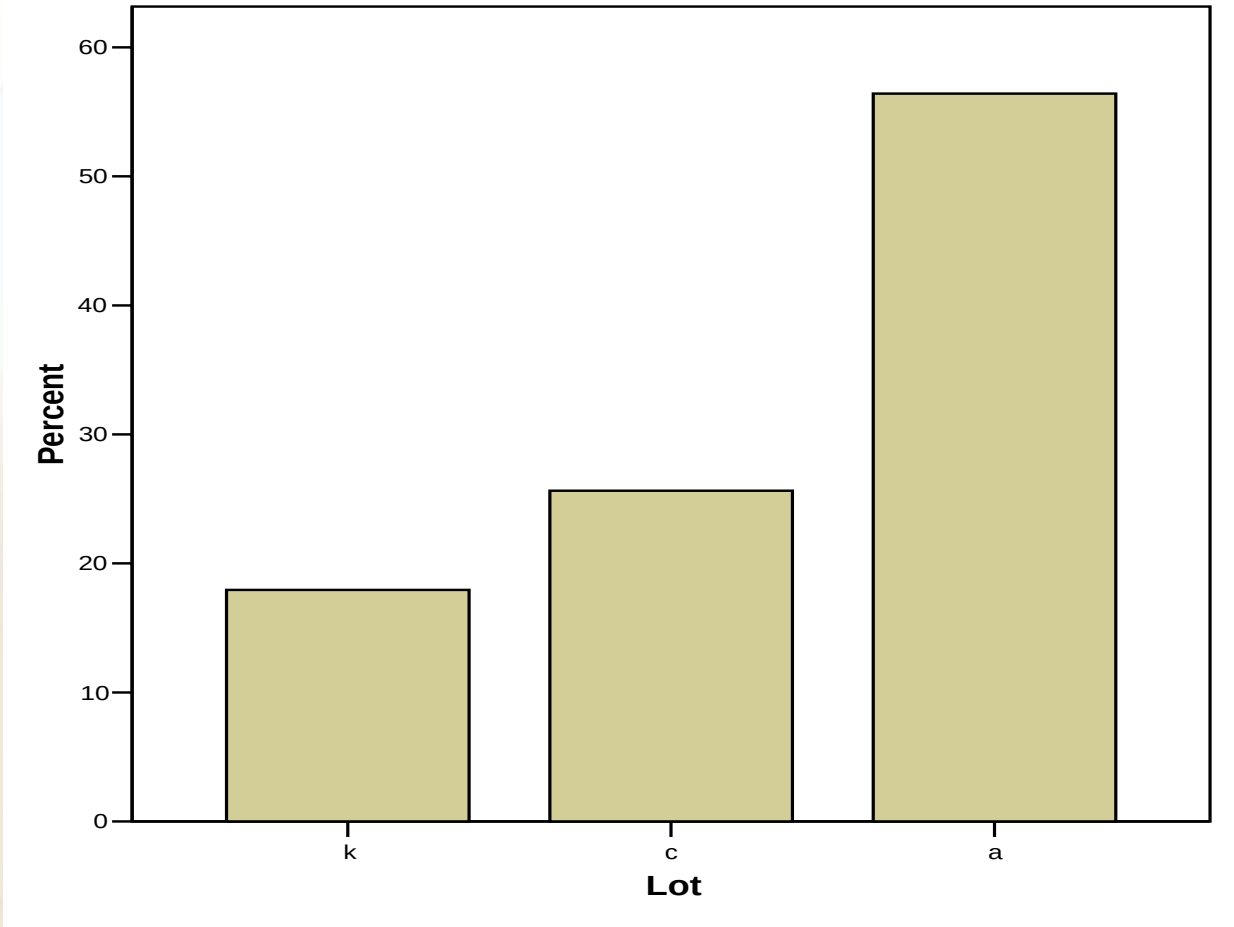
Method of Data Collection and Interventions for Post-Treatment Candidate

- Candidates were identified from the current group and invited to a seminar where the model for the OBIA was introduced by a graduate trained on (Persaud & Turner Lesson Delivery Model, 2007).
- Higher Order Thinking Skills as a strategy was discussed.
- A recent graduate was invited to demonstrate the use effects of using Bloom's Taxonomy in the preparation of lessons and planning questions to impact P-12 student achievement
- Candidate informed to video tape teacher and video tape herself.
- Candidate informed to observe the Mentor and record the questions asked and code them according to level of Blooms Taxonomy by Midterm Exam

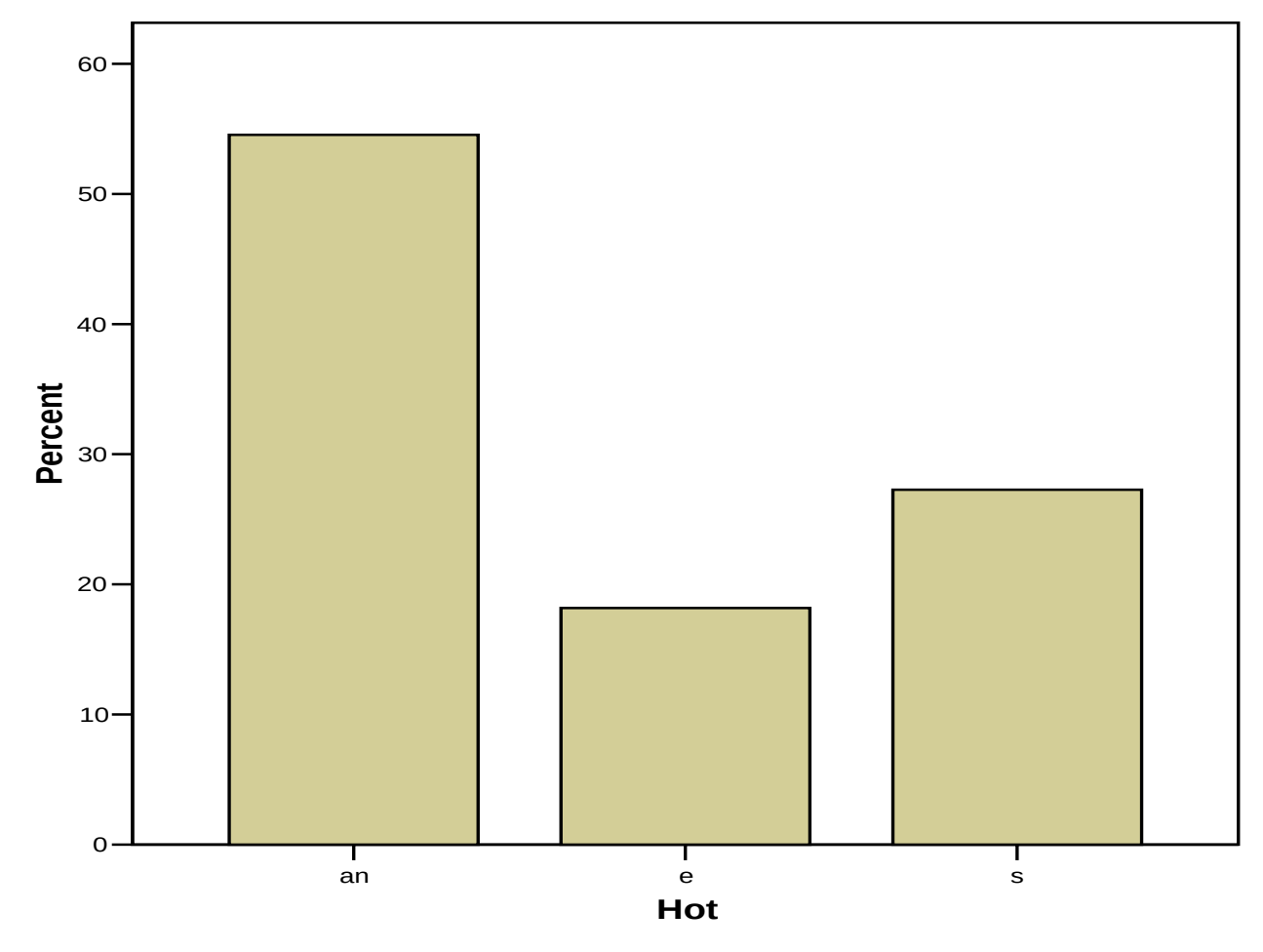
Collaboration for Improved Pre-service Preparation Results through Mentor and Intern use of LOTS and HOTS

- Teacher allows candidate to record her lesson for the Candidate to review and demonstrate the ability to document LOTS and HOTS. setting
- Post-Treatment Candidate attempts to plan lesson around OBIA with increased HOTS in lesson delivery to students in the school

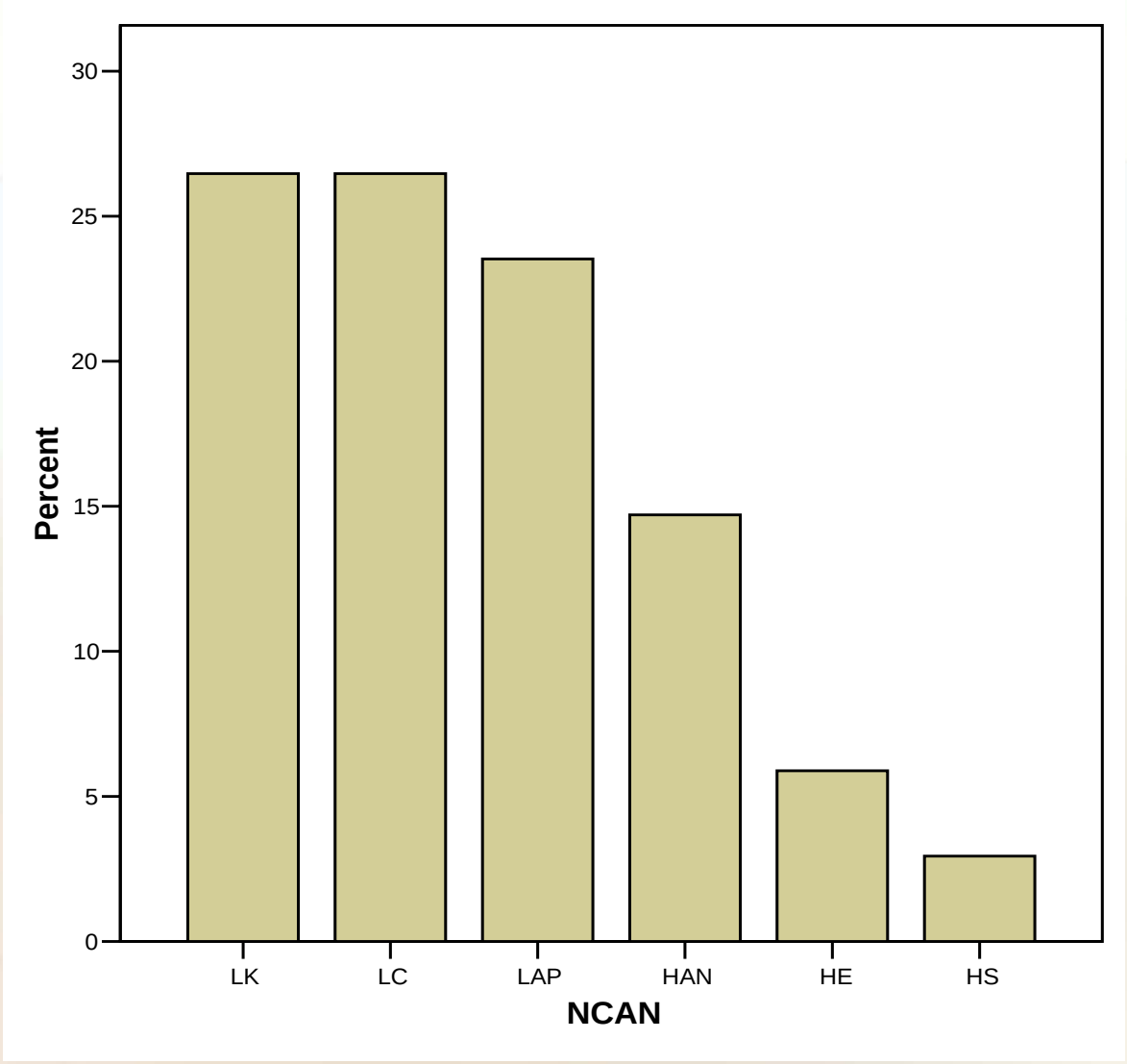
Results of Mentor Teacher Recorded Lesson (LOTS)



Results of Mentor Teacher's Recorded Lesson (HOTS)



Analysis of Preliminary Findings NCAN



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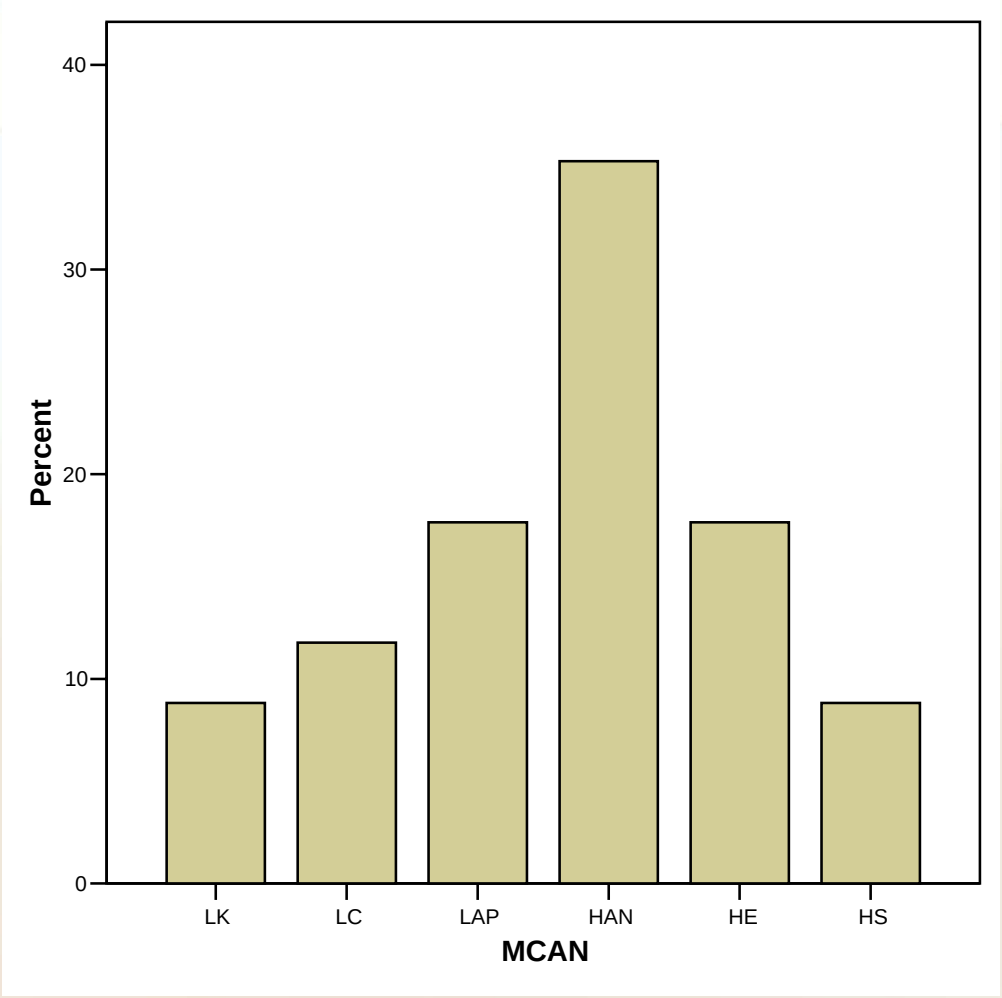

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SUMMARY OF FINDINGS FOR PILOT Candidates

Candidate introduced to the model and use of OBIA modified resulted in greater percentage of HOTS than LOTS (N=34 questions) distributed between six levels of Blooms as follows

MCAN Results	LOT S 38.2	HOTS 61.8
NCAN Results	76.5	23.5

MCAN= Mentor candidate Treatment Questions counted N= 34

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LK	3	8.8	8.8	8.8
	LC	4	11.8	11.8	20.6
	LAP	6	17.6	17.6	38.2
	HAN	12	35.3	35.3	73.5
	HE	6	17.6	17.6	91.2
	HS	3	8.8	8.8	100
	Total	34	100	100	

NCAN

MCAN= Mentored Candidate Treatment Questions counted (N= 34)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LK	9	26.5	26.5	26.5
	LC	9	26.5	26.5	52.9
	LAP	8	23.5	23.5	76.5
	HAN	5	14.7	14.7	91.2
	HE	2	5.9	5.9	97.1
	HS	1	2.9	2.9	100.0
	Total	34	100.0	100.0	

Recommendations from the Field

- Candidates should be placed with Mentors who are willing to serve as Clinical Faculty in the classroom the semester before student teaching, if possible
- Candidates should be introduced to LOTS and HOTS in the methods of teaching classes
- The measurement of the effects from the High Definition Model should begin prior to Clinical Practice and video taped lessons should be required in each method class to allow Candidates to Observe instruction and demonstrate lessons based upon use of students' experiences and teaching for HOTS.

Further Research

Review of video tapes pre and post for all teacher candidates.

Video tape lessons to review professors teaching the method courses to determine if model is evident in the professors' delivery model.

Evaluate research design results from larger sample of teacher education candidates.

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Further Research

Review of video tapes pre and post for all teacher candidates.

Video tape lessons of professors teaching the method courses to determine if model is evident in the professors' delivery model.

Review results from larger sample of teacher education candidates.

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Further Research

Experimental study conducted on impact of the mentor and candidates on P-5 student achievement.

Research on outcomes of training of methods professors, Field Supervisors, and Clinical Faculty Mentors in the school

Maintain database of Candidates' impact on P-5 settings for NCATE and evidence of improved student achievement

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